

Drama in education



Mrs Dorothy Heathcote

Drama does not always mean a production for an audience. It can also be a medium for learning. This is the basis from which visiting lecturer Mrs Dorothy Heathcote works.

Mrs Heathcote lectures in Drama in Education in the School of Education at the University of Newcastle upon Tyne, England.

She was in New Zealand throughout July to demonstrate her techniques to three groups of teachers on in-service courses held with pupils from Karori Normal School, Ponsonby Intermediate and Mairereau High School.

The visit was sponsored by the Department of Education and organised by Ms Sunny Amey, education officer in curriculum development (drama) with the Department.

Education to Dorothy Heathcote is feeling motivated to learn something, and being able to recognise and apply your knowledge.

Education is also learning to do things for yourself, take responsibility, and make decisions for yourself. It is learning the art of working.

Mrs Heathcote's techniques in drama work towards these goals, whether she is working with groups of intellectually handicapped adolescents, elderly people, or in the ordinary classroom.

Drama is 'the depicted world'. People deal with most situations through depicting them: when you plan a holiday, you have a picture of what it will be like; when you go to buy furniture, you have a vision of what it will look like in your home. Whenever you use the three 'Rs', you are reading, writing, adding or subtracting something depicted in your mind.

INTEGRATED LEARNING

Drama is not an unusual activity, it is a branch of social life. Mrs Heathcote maintains that

through drama, children can learn about history, literature, people, themselves. They can come to understand a social situation more thoroughly, can experience it imaginatively through identifying with attitudes or feelings involved in the situation.

Mrs Heathcote's techniques are centred around the aim for children to realise that the drama is created out of their own ideas, and built on their decisions about how to use the ideas.

Mrs Heathcote spent the first week of her visit to New Zealand with a multi-racial group from Ponsonby Intermediate School in Auckland. Thirty teachers shared her preparation for the sessions, discussing how the children's ideas could best be used to provide educational experiences.

SCHOOL SESSIONS

Mrs Heathcote's aim was to demonstrate ways into drama, building up belief in drama, and ways of developing language through drama.

The children chose to explore the possibilities of being homeless and establishing a 'sanctuary' for themselves. From her questioning, they together formed a clear idea of what their sanctuary looked like, how it would be set up financially and what food would be available.

The children decided to make their sanctuary a long-term communal home. The class formed into groups, each taking responsibility for one aspect: gardening, animal husbandry, book-keeping etc.

The children felt they had a real reason to learn about skills their area of responsibility required. They wanted to become 'experts'. Teachers on the course helped with the collection of information for the experts to consult.

Mrs Heathcote moved from group to group, asking open-ended questions on the odd occasions when children faltered in their enthusiasm and belief in their tasks.

On the final morning, teacher



Mrs Jean Howell (Mrs Heathcote's assistant throughout the visit) played the role of sister from a neighbouring convent from whom financial assistance had been obtained.

The children explained and demonstrated what they had achieved in their groups. One or two who had said little earlier in the week spoke for their groups.

Ponsonby Intermediate's experience was one where in the words of one participant teacher, the children went 'far beyond normal drama'. The children's comments afterwards showed that they really believed in what they were doing. Their tasks demanded that they develop concentration, imagination and communication.

Mrs Heathcote spent her second week with 24 Standard 1 children from Karori Normal School. She, and the teachers taking part examined various ways of finding and developing directions in drama, questioning techniques and class management.

The idea that interested the children was the problem of how

to deal with archaeological finds and pollution. They willingly played roles—became explorers, discoverers of treasure, pollution experts.

On a social studies level they learned some principles of the organisations that exist in society to deal with national property and rubbish.

COMMUNICATION THROUGH DRAMA

On another level, language, they developed communication skills through describing their finds to Mrs Heathcote in her various roles as newspaper reporter, anthropologist, recycling manager.

On a third level, the children put their experiences into visual form by doing drawings of their finds.

The theme chosen by the Karori children provided them with insights into social values. They thought about the meanings behind the way society deals with valuables and rubbish. Mrs Heathcote's preparation, which she shared and developed with teachers on the course, made her sensitive to the ideas that the children

themselves might develop from the main theme. Without 'pushing' she gently lead the children to the discovery that what some people regard as rubbish can be of value to others.

The drama also gave the children experience in relating and co-operating with one another. They had to choose people to work with and assign tasks within the chosen group. Mrs Heathcote allowed them to come to the necessary compromises: not everyone can work with the person of first choice. She also gave subtle support to the less assertive so that they did not feel that they had missed out.

A third course with fourth formers from Mairereau High School, Christchurch, began with the aim of exploring the use of role and tension in drama. Some of the pupils describe their experience:

'We could express our own thoughts and say what we wanted. We first decided to make an underwater city and act out the life of the people that would live down there. We were

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Mrs Heathcote with pupils from Ponsonby Intermediate School.

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DRAMA IN EDUCATION

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all put into different jobs in the city. It was an interesting experience."

(Robin Topp).
"First we had an imaginary undersea world and we learnt how to cope with the problems that might occur. It was sometimes very realistic, and we would laugh or take our minds off what we were meant to be thinking about and would take the realistic atmosphere away, so we tried hard not to laugh."

Later we changed to the Pioneers' age. We really felt as though what we were doing was actually happening. We learnt how the pioneers lived and I think I learnt a lot more there than I would have in the classroom and we enjoyed it at the same time."

(Jackie Hall).
"It gave us a chance to really and truly find out a little bit of our history, rather than reading it out of books or looking at made up scenes in the museum."

(Sharyn Dow).
"It taught us what the future and past pioneers would have done in situations of death and life."

(Tony Johnson).
"I myself thought it was terrific in some places especially in the last two days where we did the pioneering. In some places it got really dull but then Mrs Heathcote flared up again. It let us express our feelings without embarrassment. The part I liked was where there was a marriage and a death, especially the death. It was fun."

(Martin Brown).
"I also experienced that I can use my imagination more rapidly

now with all the help I got from this particular drama."

(Angela McLean).
"I thought the course was a very good thing (for me anyway). I really did like the way Mrs Heathcote explained the things we did and the way she put herself in a position of what we were doing, although I sometimes did not follow her."

(Francis van Hout).
"We acted the way we felt, we didn't get told to act like this, feel like that, move more."

(Penny Geddes)

TRAINING THE TEACHERS

Mrs Heathcote's position at the University of Newcastle involves preparing trained teachers for a Diploma in Drama in Education. She feels that any teacher, with experience, can use drama to provide rigorous learning experiences.

Dorothy Heathcote has no blueprint for success to offer teachers. But she finds that if they are in touch with their own resources of knowledge and skills and are committed to the children, the students become thoughtful and capable teachers of drama. With her support in the classroom, they learn to listen to the children's wants. They learn to inject a sense of purpose into the children's ideas and to ask questions and make comments that help the children recognise what they have learned.

Every teacher will do these things differently, depending on personal preferences in their approach to teaching, and on their abilities and knowledge. But Mrs Heathcote hopes that she leaves teachers with a sense of respect for their tasks as

creators of significant learning experiences. And she asks them to respect their pupils' ideas and needs.

Mrs Heathcote's visit to New Zealand impressed these methods on the teachers and education officers who saw her work in action.

The 75 teachers who attended the courses are meeting to discuss their reactions to the ideas and techniques. They will not be aiming to become "Dorothy Heathcotes", but rather to look closely at their own teaching and share their perceptions of how they teach with other course participants in the light of the Heathcote approach.

Follow-up courses for these teachers will be held in November when video tapes and written material covering Mrs Heathcote's work in New Zealand will be available for discussion. A teachers' refresher course to introduce some of the ideas is also planned for January, 1979.

Jean Howell, who teaches English and drama at Upper Hutt College feels that these follow-up discussions will create a "ripple-effect" amongst these teachers and amongst others who were unable to attend the courses.

Mrs Heathcote's workshops should act as a stimulus to the gradual development of educational drama in New Zealand.

Mrs Jan Edwards, a teacher from Mairahau High School comments: "She impressed upon us that drama is not getting out a book and reading a play. Drama is life and experience. Words are dead — unless we give them meaning."

Napier Boys' High School Band



Napier Boys' High School's drum corps is pictured performing with a certain amount of stoicism (the weather was awful) during a concert at Head Office in August.

The drum corps and a 12-man brass band from the college were in Wellington for a two day visit, playing at local colleges and they gave a lunchtime concert at Head Office at the suggestion of their headmaster, Bruce Davis.

The cold, windy weather sent music sheets flying everywhere and had a discouraging effect on staff members going outside to listen. However, many of them watched from office windows and enjoyed the music as much as those who did go outside.

Jottings

AFTER 50, WHAT?

The Continuing Education Unit of Radio New Zealand is currently broadcasting an 8-part programme on retirement.

The topics covered include finances, interests, marriage, health, housing and re-employment and aim to start people thinking about their own preparation for retirement.

Producer Ms Gillian Woodward says with careful planning, retirement can be a time of contentment, challenge and great personal satisfaction.

The programmes are being broadcast on the National Programme on Sundays at 3.45 p.m. until October 1, with repeats on Thursdays at 9.45 p.m.

A free handbook, including chapters on leisure activities, relationships, preparing for the loss of a marriage partner, and a budget balance sheet, is available from the Publications Officer, Continuing Education Unit, Radio New Zealand, P.O. Box 2092, Wellington. Brochures about the programmes can be obtained from the same address.

SUMMER COURSES FOR TEACHERS

The Teachers Refresher Course Committee will be running the following courses from January 14-19, 1979:

Parent Education and Involvement — CIT, Upper Hutt. Drama in the Primary and Intermediate School — Kelston School for Deaf Children, Auckland.

Physical Education for the Classroom Teacher — Hamilton Teachers' College.

Co-operative Teaching in Open Plan Spaces — CIT, Upper Hutt. Leadership in Positions of Responsibility in Primary Schools — Massey University.

Mathematics S2 — S4 — CIT, Upper Hutt.

Social Studies F3 — F4 — Massey University.

Physical Education F3 — F7 — Innes House, Blenheim.

The Personal Factor in Working in a School — Lincoln College. The Reading Process: Aiming

at Competence for all — Lincoln College.

Educational Experiment and Innovation — Summer School for Deaf Children (January 17-22).

The closing date for applications is October 4, 1978. Forms and further details are available from Teachers Refresher Course Committee, Department of Education, Private Bag, Wellington.

SUCCESSFUL SELLING

Glenfield College, Auckland, has an enterprising Home and School Association. As a fund raising venture for the College, the Association has produced a Maori Cook Book which sells for \$3. They have sold 10,000 copies already and are now making copies of the book available to other colleges and schools in the area who want to get rich quickly.

The cook book contains recipes from New Zealand Maoris, the Cook Islands, Fiji, Samoa and Tonga and covers a full range of meals including instructions for a hangi.

For details of the scheme please write to: Margaret Hopkins, Secretary, Glenfield College Home and School Association, Roland Road, Greenhithe, R D 4 ALBANY.

JUBILEES

The 25th Jubilee of Kelston Primary School will be celebrated from October 6 to 8. The Jubilee Secretary can be contacted at the school, Riverview Road, New Lynn, Auckland 7.

Waitepeka School has its 110th jubilee on October 21. Interested people are asked to contact the Secretary, W.J. Beatty, Waitepeka 3 R.D., Balclutha.

Nelson Central School (incorporating Tasman St School, Brook St School, Nelson Girls' Central School and Nelson Boys' Central School) celebrates its centennial over Labour Weekend 1978. Contact: the

Registrar, Centennial Committee, P.O. Box 725, Nelson.

MUSIC THERAPY COURSE

Ms Maggie Pickett, senior tutor in music therapy at the Guildhall School of Music, London, will be conducting a two-week course in music therapy in Auckland next year, from January 8-19.

The course is for interested people with qualifications in music (performance) who want to learn how music therapy works and to help them develop their own potential in this area. The course will cover work in intellectual handicaps, including physical and emotional handicaps in retarded children and adults. There will be practical sessions, and a feature of the course will be musical improvisation.

Ms Pickett will be in New Zealand as a guest of the New Zealand Society for Music Therapy. She conducted a similar course in April last year.

BRITISH COUNCIL AWARDS

The British Council has recently made three awards to educational institutions in New Zealand.

Northland and Wairariki Community College libraries will receive books of their own choosing to the value of \$2400 from the Council. The British Council assists in the exchange of specialists between New Zealand and the United Kingdom—in both directions—and subsidises tours by artists and craftsmen.

A further aim of the Council—the sponsoring of the printed word, especially works by British authors—means that occasionally it can make allocations to various organisations.

The Council will also shortly present to the Pacific Islands Educational Resource Centre in Auckland a small collection of English language teaching tapes, records and booklets.

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Last year we produced over 100,000 badges! These included event badges, special occasions, anniversary, uniform badges, school badges, all beautifully woven and competitively priced. These can be an excellent fund raiser for your school. Help us to help you by giving us the opportunity to quote for your school or event badges, all we need is a rough sketch or artwork.

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A point of view

Trevor Mallard is President of the Student Teachers Association of New Zealand, trained at Wellington Teachers College 1975-76, and taught last year at South Wellington Intermediate School.

The quality of children's education is very much a function of the quality of teachers and their training.

Teacher education is presently subject to a trend for growing university involvement, not only in planning and teaching of courses, but also in staffing of colleges, direction of courses and awarding of qualifications.

Reasons given for this trend vary. Some people see an increase in the quality of teacher education resulting from an increase in academic as opposed to practical training. Others covet the status of the university in the eyes of the community, perhaps feeling that a university degree is a prerequisite to increasing the "professional" status of a teacher. Some go further and claim that a "graduate profession" would attract more desirable applicants.

Last year, Dr William Taylor of the University of London made a whirlwind tour of New Zealand. Dr Taylor produced a report

which supported the trend towards a "graduate profession", although he was not convinced that the Bachelor of Education was necessarily the path to follow.

Several parts of Dr Taylor's paper indicate a lack of understanding of the peculiarities of the New Zealand situation. Of particular concern is that he defined "graduate profession" as a profession consisting of university graduates. He dismissed as unrealistic the idea of a "separate but equal" teachers' college based qualifications structure, thus ignoring the recommendations of the Hill Report.

In the light of Dr Taylor's report, and discussions within the Review of Teacher Training since, it is clear that there is a considerable will to create a university graduate profession. The degree factories of the United States and the tertiary level confusion of Australia should serve as reminders that we should be looking for quality of teacher education. Quality is

not equivalent to length of training or level of qualification gained. I would suggest that moves towards a "graduate profession" in its narrow sense represent academic inflation at its worst. Real standing is not won in the classroom by the addition of letters after a name.

The term "graduate profession" must however be seen in its wider sense. Although teachers colleges cannot hope to offer degrees, they will soon be able to grant their own graduate qualifications with salary and promotional equivalence to degrees.

Unlike universities, teachers colleges are institutions specialising in the training of teachers. College lecturers have normally been teachers. There is constant contact with schools and kindergartens. Colleges are more personally and practically oriented than universities and are generally more committed to putting educational theory into practice.

When teachers colleges and universities enter into degree-based relationships, the ultimate control of courses passes from the college to the university, because the university awards the degree. The amount of moderation of courses and control of staffing will vary from centre to centre.

But the move cannot be healthy since it takes the responsibility from those who are more closely associated with teaching. Excessive workloads, problems with section workload and timetabling, and questions of priority and different standards also result.

The most important question is: "Do universities or B Ed programmes train teachers better than college based programmes?" There is no evidence to answer this one way or the other. We have a responsibility to check this by research before finally committing New Zealand by default to an overseas trend that is already being questioned in Britain.

I have no doubts that teachers colleges, universities and technical institutes can become much more co-ordinated and co-operative—especially in the areas of jointly taught courses, shared resources, lecturer training, timetabling and students association fees.

This does not necessarily mean that any of the institutions have their autonomy impinged on in any way. Nor does it mean that a joint qualifications structure controlled by the universities is inevitable. We should look to our strengths instead of pursuing that abstract notion — "status".



Re-organise the school year?

A report on school terms and vacations was released by the Department of Education recently to encourage discussion amongst interested individuals and organisations.

The report is the result of meetings of a working party set up in 1976 which aimed to set out all the factors involved.

Chaired by Mr Peter Boag, Assistant Director-General, the working party consisted of representatives from 16 educational bodies, including teachers' associations, PTAs and School Committees Federation.

The party obtained the views of a large number of community, business and professional groups and summarised these in the report.

For a large variety of reasons, many people have felt that the present terms and vacations of New Zealand's educational institutions have a number of disadvantages.

The feeling is often expressed that children become tired by long terms and bored by long holidays. Many people feel that the present structure makes difficulties for working mothers and their employers, and for families who wish to go on

holiday at peak periods. Many other factors of concern are also summarised in the report.

Sections of the report are devoted to the needs of different educational institutions, of industry and commerce and of families and the community in general.

Taking all these needs into consideration, the working party offers two proposals for reorganising the school year. The first proposal is for a four-term year. This is strongly advocated by a number of schools, for many reasons. They maintain that shorter terms would result in:

- less falling off of mental alertness towards the end of term
- less strain on teachers, fewer absences due to illness caused by fatigue
- less boredom and restlessness among pupils

At the same time, a shorter August vacation would prevent the need for recapitulation for the less academic student, a third break in September-October would provide more time for school maintenance and a fourth term could be used for consolidation of the year's work and examinations.

The working party considers that a trial of the four-term year could be carried out, covering kindergartens, primary and secondary schools. There would be a number of practical problems in doing this such as school transport and payment dates for bursaries—but these would not be insurmountable.

One schedule for a possible four-term year for secondary schools was submitted by the chairman of the Rodney College Board of Governors. Its terms would be:

Term 1: 30 January—12 April (1979)
Term 2: 30 April—29 June
Term 3: 16 July—21 September
Term 4: 8 October—13 December

The report's second proposal is the reorganised three-term year. The institution of a week's break in the middle of the second term would not have too wide implications for the community. Some believe that it would go a long way towards alleviating the strain caused by the length of the present terms.

Many schools already take a break of one or two days in the middle of the second term. To formalise the break into a standard week would have the advantage for parents of children at different levels that all their school age children would be on holiday at the same time.

The report suggests a number of patterns for reorganised three-term years for primary and secondary schools.

The working party's report does not recommend any particular action, nor does it propose any plan for reorganisation in the near future. Rather it seeks to establish what appear to be the best ways to solve some of the problems of the present system. The working party hopes that its report will be the subject of continued debate.

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Teacher tours U.S.

Mr Maurice Pentecost leaves early in September for a 45-day study tour of the United States under the 1978 Fulbright programme, awarded by the United States Educational Foundation.

Mr Pentecost, education officer in continuing education at the Department's Southern Region office in Christchurch, will be looking at vocational and non-vocational adult courses. Other

topics of his study will be continuing education for people in rural areas and for cultural minorities, and tutor training programmes.

Mr Pentecost is a trained primary teacher with experience in social work and guidance counselling. He has worked as a teachers' college lecturer and has also trained tutors at Christchurch Technical Institute.

Self help school



Pupils at Trelor House.

Trelor House in Porirua is a centre where ex-pupils of Porirua's colleges have formed their own school.

A core group of 8-10 pupils attend the centre every day. The scheme was started in March by community workers in the area who were concerned with the special needs of a small group of young people, mostly male and Polynesian, who hadn't fitted into the school system—partly through cultural differences—and had dropped out.

The group, 15 and 16 year olds, left school without any qualifications and few skills. The centre aims to give them practical skills so that they can get work, to help them build up their confidence and increase their sense of self worth.

Activities at the centre are chosen by the youngsters themselves. Adult assistance and guidance is available but the emphasis is on self-

motivation. Attendance is voluntary, but because there is no pressure placed on them they are keen to learn the skills offered.

The school does not offer remedial courses, but the practical skills taught involve knowledge of core subjects such as maths and reading. The first project undertaken at Trelor House was decorating the interior, and this meant learning about wall-papering, painting and carpet-laying.

The current project is learning to drive and the next one will be concreting. The students choose their own projects during discussions at weekly meetings. The adults involved with the house encourage them and give them practical assistance.

Bruce Maidens is a community youth worker in Porirua involved with Trelor House. "The group feels that this venture is their own—they've

worked on it and they feel they have the right to ask for what they want."

Some of the young people already feel confident enough to go out and search for work. Others are being helped by their friends who they think need help. Everyone involved feels that the scheme is working.

The centre has the support of the Department of Education. Officially it has become part of Porirua College. However, the principal of the College, Mr Bob Maguinness, sees little change taking place in the way the centre is being run. The group will not lose any of its independence but will have access to the College's resources and one teacher has been seconded to Trelor House to act in a supportive role.

Bruce Maidens hopes that the group will continue to grow and become part of a total framework within the community.

—Photo Evening Post.

EXTRACTS FROM THE ANNUAL REPORT

The annual report of the Department of Education was released in July. The following extracts include key developments for the year ending March 31, 1978.

Primary Schools

The report states that most primary schools will have the bookroom or library multi-purpose room to which they are entitled under the 1970 code. Extra funds were allocated for libraries in 1977.

Education boards were granted an additional \$3.6 million last year for maintenance and minor capital works at primary schools.

Maori Language

A total of 153 secondary schools taught Maori to more than 13,000 pupils last year, 2000 of whom sat the School Certificate examination in Maori.

A further 21 Maori language teachers completed training as secondary teachers of Maori last year and 19 began training in 1978.

Thirty itinerant teachers of Maori, first appointed in 1976, have given guidance to teachers in developing programmes of Maori language and studies in primary schools.

Last year a working party developed trial units of Maori activities which may be used in early childhood education. The suggested activities are being tried out before being more widely distributed.

Special Education

The report notes that as the large group of children born deaf during the years 1963-65 move through secondary schools, the need for the special classes established for them in many provincial centres will diminish.

The Department is now considering how best to maintain some expertise in the education of deaf children in as many centres as possible, minimising the need for these pupils to move to major centres.

By December last year, the Department had provided 11 teachers to work with 60 handicapped children in 12 centres run by the Crippled Children Society and the Society for the Intellectually Handicapped. This service is being further developed this year.

Community Facilities at Schools

Last year, eight gymnasiums, swimming pools and other facilities at secondary schools, and 43 halls, pools and other facilities at primary schools were established with financial assistance from the Ministry of Recreation and Sport. Many more schools are becoming aware of the Ministry's community facilities scheme.

Last year maximum subsidy limits under the scheme were increased for some projects, and a wider range of facilities were made eligible for subsidy.

Pacific Islanders' Educational Resource Centre

A Pacific Islands Advisory Service and community centre was added to the facilities of the Pacific Islanders' Resource Centre in Auckland.

The new centre, which is alongside the resource centre at the old Bayfield school in Ponsonby, comprises a large hall, two lecture rooms, office and kitchen facilities.

A preschool centre is open for two days a week for Tokelauan and Tongan children; in-service courses are held for the community support group, J Team; and classes and cross cultural studies for Samoan groups are underway.

The Pacific Islanders Education Resource Centre has 5 full-time and 10 part-time tutors of English as a second language. The tutors are usually multi-lingual, and are trained at the Centre. Teachers, social

workers, public servants and other interested people attend the Centre's courses on understanding different island cultures.

Early Childhood Education

Demographic and social changes, especially the continuing fall in the birth rate, have important implications for early childhood education.

The report said: "The location, size and permanency of buildings must come under close scrutiny to avoid unnecessary spending on buildings needed now but which may be under-utilised in 10 years time or may be needed for a different type of service."

"The type of training courses undertaken by kindergarten students may not be the most appropriate for other types of service which are being developed now and which are likely to diversify still further in the years ahead."

The report also stated that a full study of the inter-connection between early childhood ser-

vices and secondary and technical education is underway. At the same time, the State Services Commission is investigating the role of the government and departments directly involved in the field of early childhood care and education to evolve effective administration for the future.

Community education

Schools which received additional special resources for community education programmes are clearly providing a useful basis for community learning centres, according to the findings of surveys at four Auckland schools—Rutherford High, Aorere College, Mount Eden Intermediate and Freyberg Memorial Primary—which received these resources for community education programmes during the year.

Approval was given during the year for the preparation of working drawings for purpose-built community facilities at Nga Tapuwae College in Auckland.

Recognition for WEA

The New Zealand Workers Educational Association is now a recognised continuing education organisation.

Recognition came about through a 1976 amendment to the Education Act, giving the Minister of Education power to declare any continuing education organisation that is a body corporate to be a recognised continuing education organisation and to receive financial support.

From their beginnings in 1915, until 1975, the WEAs were funded by the Universities. When the Department of Education took over responsibility for funding of district WEAs, grants were made from the Department's allocation to the National Council of Adult Education.

Now WEA's national office and district councils will receive direct financial support. This is estimated at \$37,000 for 1978-79.

The new status of an organisation such as the WEA may seem to be a small change, but its significance is much greater. It eases liaison with the department, and indicates acceptance of the value of voluntary bodies in continuing education. They work outside the "system" and maintain close contact with local needs.

Mr Denny Garrett, the Department of Education's Director of Continuing Education, spoke to the annual

conference of the WEA early in July about its role in relation to the wider education system. He said that for our future social health, the rigid distinction between formal institutions and voluntary organisations must ultimately be broken down. This is already beginning, with such projects as "reading mums" working with primary and secondary school students.

Mr Garrett also hoped that voluntary organisations can use their freedom and flexibility to explore subjects not studied in educational institutions, and to meet the needs of the people where they are, however small.

At the same meeting, Mr Garrett announced on behalf of the Minister of Education, that Wellington district WEA would have a paid full time tutor organiser next year. This is part of the move to extend the resources of WEA Auckland and Christchurch have full time positions.

Ms Shirley Martyn, executive officer for the National WEA, says the organisation welcomes these developments. With formal recognition comes the advantage of being able to negotiate directly with the Department of Education, rather than through another body. And with the inclusion of district councils in the new measure, Ms Martyn feels that local identity and autonomy should be maintained.

OPEN ROOM FOR PARENTS

Working parents or parents with commitments at home who are not able to take part in normal 'parent help' schemes and school activities were catered for at Tainui School Dunedin, in June. Parents were invited to a special Saturday morning session of the Open Programme for J1 and J2 classes.

The Deputy Principal at Tainui, Richard Stephens, initiated the programme because he was concerned that "... by only observing the normal school hours the school was failing to provide an opportunity for some 90 per cent of parents to actively participate in their child's education."

Parents were able to watch their children take part in their usual Open Room activities. Over 50 per cent of the families invited took advantage of the invitation including 100 per cent of the fathers plus grandparents and older and younger children in the family.

The normal programme

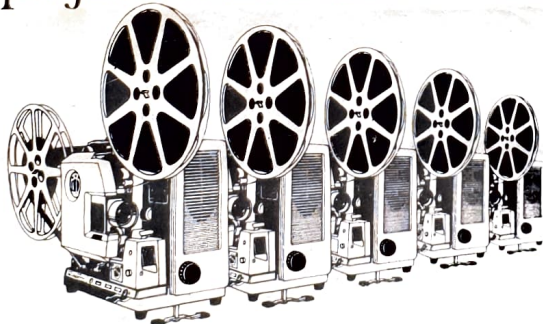
(painting, craft work, crayoning, a writing corner, science area, listening post, a library corner, sand tray, a family corner, puzzles and withdrawal groups for maths and reading) was offered and teachers were available to give guidance to parents as to how they could best respond to the activities their children might choose to become involved in.

For many parents it was their first experience of sharing everyday school activities with their children.

Mr Stephens is very enthusiastic about the success of the session and hopes to hold them regularly twice a term. "The session was hardly normal but the morning was greatly enjoyed by both children and parents. The staff are all firmly committed to the idea that education is a shared experience and are willing to give of their own time to make fuller parent involvement possible. I would certainly recommend that other schools consider holding similar sessions."

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TEACHER EDUCATION REVIEW

The second conference in one year on the future of teacher education was held on August 8-9. "Some" 130 people attended the conference at the invitation of the Minister of Education. They represented wide interests in teacher education, from early childhood to universities, from parents to professors and from students to school inspectors.

Mr Gandar, in opening the conference, stressed the need for greater co-operation and sharing of responsibility for teacher education among all the agencies involved but particularly between schools and teachers colleges.

He emphasised the need for co-operation, continuation and articulation of the human and physical resources already available and pointed out the need to set up better systems to provide for the continuing training of teachers.

At the first conference in November 1977, a Working Party was set up to investigate three broad topics:

Recruitment and selection training programmes and qualifications

induction and evaluation
The paper prepared by the Working Party was used as a resource document at the second conference and identified the following eight major themes for consideration:

RECRUITMENT AND SELECTION

The emphasis on recruitment and selection needs to be directed towards gaining a better mix of entrants, filling areas of teacher shortage within the various branches of the

service, and refining selection procedures.

TRAINING PROGRAMMES

In the light of general concern, teacher education programmes must be relevant, practical and flexible and should be based on a modular structure with components which permit extension into induction and continuing teacher education.

QUALIFICATIONS

Teacher education programmes and/or university courses should provide credit towards professional qualifications of degree equivalence for both students and teachers.

INDUCTION

The unsatisfactory nature of the present induction of teachers to classrooms and schools requires that induction programmes for beginning teachers should be effectively designed, implemented, co-ordinated, adequately staffed and supervised in all educational institutions.

CONTINUING EDUCATION OF TEACHERS

Despite improvements, the provision and co-ordination of continuing teacher education is too limited. Teacher education should be a continuing process from initial preparation, through induction and on to in-service training with the co-operation, resources and organisation that this implies.

EVALUATION

Systematic and effective methods of evaluating teacher education must be established.

THE FUTURE ROLE OF THE TEACHERS' COLLEGES

The prime function of teachers colleges will continue to be teacher education in its broadest sense, but some diversification of role is desirable.

THE NATIONAL BODY

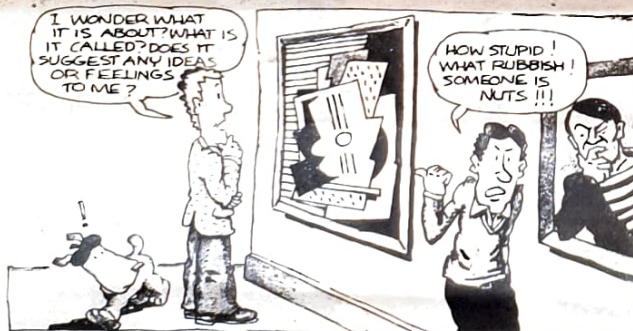
Teacher education and training are so important, and the resources devoted to them of such magnitude, that a separate national advisory council should be established.

All these themes were the subject of group and plenary discussion and met with overwhelming acceptance from conference members. Actions that would be necessary to implement the themes were also discussed. Throughout the conference and the whole review, it has been emphasised that teacher education is a continuous process which begins with pre-service preparation, moves into the induction period of the beginning teacher and continues throughout the teacher's career.

The changes recommended, will vitally influence the quality of teacher education for the next decade. Yet, the achievement of such change is dependent on the enthusiasm, initiative and goodwill of all involved in teacher education, as they seek closer and more effective co-operation, co-ordination and understanding.

A final report on teacher education is being prepared and will be available early in 1979, when further information will be given through Education News.

Questions help you to think clearly.



Prejudices are blockages.

You and your language

"You and Your Language" is an illustrated loose-leaf bulletin for Forms 3, 4 and 5, issued to secondary schools last month by the School Publications Branch of the Department of Education.

Written by two experienced teachers, Charmaine Pountney and Gillian Brame, "You and Your Language" aims to stimulate students to examine some of the functions of language in everyday life. It is designed to motivate students to learn through their own experiences. The many activities in the booklet were first tried out in a range of English classes at secondary schools in Auckland.

This resource encourages a similar approach to the study of language to that being developed by the New English Syllabus Committee, whose programmes have been on trial in certain schools at School Certificate level since 1977.

The approach is a broad one. The booklet links language with

perceiving, thinking, recording and communicating.

Part One, "Perceiving", looks at the ways in which language can clarify perceptions of the world and extend the scope of what is perceived. Students are asked to think about what can be learnt about language from developing an awareness of looking, hearing and feeling. Through using the senses, comes the experience of reality — and through language it is communicated.

"Perceiving" suggests some sensory awareness exercises and asks how certain types of writing make perceptions vivid. "Thinking" sets out to encourage students to explore the ways in which language can be a barrier to experience, and as the agent for removing barriers by exposing preconceptions or hidden experiences.

Part Three, "Recording", looks at the use of language as one means of recording and at ways of making records in language more useful, vivid and

organised. It suggests that students think out ways in which language is adapted to suit many different types of record: from lively poetry to biography, from cartoons to lists.

"Communicating" has activities and exercises which present the idea that language is a system of symbols, closely related to other systems of symbols that people use, all of which are a means of communication. The special "slang" vocabularies that go with different aspects of life — such as the world of school or sport — are the subject of a number of exercises designed to allow students to work out for themselves the nature of these special languages and the reasons for their use.

Exploring communication among animals and between animals and human beings is suggested as a way of developing awareness that language includes non-verbal ways of communicating.

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Educational Standards

A report to the Minister

This report was published in July 1978. It is based primarily on the knowledge that inspectors of schools and other departmental officers have of the work of primary and secondary schools in this country and other countries. Information for the report was gathered by inspectors throughout New Zealand during the third term, 1977.

The report falls into three parts. The first is introductory; it discusses briefly the factors that influence standards of attainment and shows some trends and tendencies in these influences. It also reviews research evidence on standards of attainment in some subjects.

The middle part of the report discusses standards in a number of subjects and the personal qualities of students as observed and judged in the third term of 1977 by inspectors of schools and other departmental officers.

Recommendations arise from the detailed discussion of this part of the report.

The final part is a conclusion. It draws together threads from the earlier sections and discusses some general issues: that will need to be taken up if educational standards are to be maintained or improved.

COMPREHENSIVE REPORT

The Minister of Education, Mr L.W. Gandar, says that "...The report is the fullest and most comprehensive statement ever made on educational standards in the country. It discusses the various factors from the wider community that impinge on the schools, influencing the standards of their students. The main part of the report reviews standards in English, including reading, mathematics, science, music, art and craft, physical education and health and outdoor education."

"There are four main messages in the report. The first is that standards in education are generally being maintained despite many changes and influences that make it difficult for teachers to maintain, let alone improve standards."

"The second, that there are some matters that give cause for concern. These relate particularly to the attainments of children who are at risk of failure or whose school records are of poor attainment."

"The third message is that schools cannot, by themselves, remove all the causes of failure and low achievement."

"Fourthly, to the extent that the schools could be expected to improve the attainment of children and young people with low attainments in basic subjects, they would need additional resources to do so. Much could be done within existing policies for pre-service and in-service training of teachers. But some of the main recommendations in the report would require changes and improvements that could not be achieved without significant increases in educational expenditure."

The "basics" as defined in the report, cover a much wider

range of subjects than the traditional reading, writing and arithmetic. In the report, inspectors have expressed concern about music, and health education and consider that science, art and physical education vary greatly in standards. Attitudes of mind, qualities of personality and character such as honesty, tolerance, dependability and creativeness were also discussed.

Music showed a wider range of standards of attainment than any other subject. The chief factor in this is the shortage of specialist teachers in both primary and secondary schools and this is having an adverse effect on many schools' programmes.

PRIORITY FOR HEALTH PROGRAMMES

The quality of health programmes varies markedly from school to school and within schools. Some programmes were excellent, with a balanced coverage of the suggested topics of the syllabus, but too many schools did not have sufficiently well-organised programmes. The report recommends that "a high priority be given to the development of health programmes".

There is a shortage of specialist teachers in science, art and physical education, but standards are generally satisfactory. Again, programmes vary from school to school.

TEACHING SHORTAGES

There was evidence of a slight decline in physical fitness at all levels (with the exception of swimming) but inspectors found that there had been a considerable growth in outdoor education. This was illustrated by figures for 1977 from the Auckland district, where educational trips of at least one night's duration were approved for 30,000 pupils, most of whom were in Standard 4 to Form 2. Successful outdoor education experiences can be closely linked with the tone of the school, which, in turn is reflected in the quality of students' work habits.

The inspectors agreed that considerable educational, social and emotional and physical gains could be made from a well-organised outdoor education.

The Three R's Mathematics

School inspectors are convinced that the teaching of mathematics has made great strides during the last decade. However, as in most other subjects, standards of attainment of the more able students have risen and while more is being done for less able

students than five or ten years ago, their achievements are still a cause for concern.

More able students have a better understanding of mathematical concepts and they are able to apply their knowledge in a wider range of mathematical situations.

The less able students are having difficulty in understanding some concepts. Difficulties with long multiplication and division which were experienced with traditional programmes are persisting.

Students can recall basic mathematical facts accurately, though compared with a decade ago, they do so more slowly. This change in the speed of recall probably reflects changes following the introduction of "New Maths" when the practice of learning tables began to receive less emphasis.

More regular practice in the recall of facts in a variety of forms has been reintroduced over the last five years and there has been a noticeable improvement.

More students in secondary schools are carrying on with maths to a higher level. In 1951, 46.3 per cent of school certificate candidates sat mathematics. In 1976 it had risen to 75 per cent. There have been striking increases in the percentage of girls who now sit school certificate and university entrance maths.

Over the last few years the teaching profession and the Department of Education have been aware of the concerns highlighted in the report regarding mathematics and, as a result, programmes are being altered and different types of evaluation and further resources prepared.

Reading

The report states that provisions teachers make for students to learn to read are much wider, richer and more appropriate than they were formerly. In most schools, average and above average students are progressing well and generally are achieving higher standards than their counterparts did in the past.

Many of the below average readers are those students who had a significantly retarded level of language development on entering school. Teachers with special skills in helping students with difficulties in reading are still needed. Students who are below average in reading can generally cope satisfactorily when materials are matched to their abilities. However, their rate of progress is still not as fast as that of the more able students.

The report lists more than 20 major developments that have taken place in the teaching of reading in the last few years.

These include:

- A better balance in the way reading is approached, the range of materials used and the

way reading is related to other subjects.

- Resource teachers are being trained in reading to be 2 support to other teachers in their own schools.

- 2400 Auckland teachers took the Early Reading In-Service Course (ERIC) and this will be available to most teachers throughout the country in the next five years.

- More reading programmes to help all students are being introduced into secondary schools.

Writing

The inspectors who provided the basic information for the report found that spelling has not shown the improvement experienced in reading and many aspects of writing, and that it is still a matter of concern. "Spelling is a tool for use in writing, not an end in itself. Practices and procedures related to spelling are in a state of flux." They have not yet been influenced to any marked extent by the primary spelling handbook issued in 1975.

Handwriting is a skill which has not progressed. According to the report, standards of handwriting and presentation have declined slightly over recent years. Schools are recommended to "establish a clear handwriting policy on style and formation of letters and take steps to ensure that this policy is effectively implemented."

The inspectors found that there are greater extremes in standards of written English today than in the past.

The writing of the average and more able students is in many ways better than that of similar students in the past, but students of lower ability have generally not gained so noticeably.

Students are generally more versatile in their writing than they were in the past and many can convey complex and subtle ideas with considerable skill. The report also points out that the purposes of writing have broadened considerably in recent years.

However, standards of accuracy in a quite large proportion of schools is of concern and there is need for concentration on the skill of proofreading.

There is a growing proportion of students for whom English is a second language. Provision for these students is generally much better than in the past and there have been significant developments in helping them. There is still much to be done in some urban schools but special classes have begun in some Auckland schools and some teachers have received training in a diploma course on teaching English as a second language.

At least half the time set down for instruction in primary schools is devoted to work in maths and English and in secondary schools much more time is given to these subjects

than is required by regulation.

Research shows that attainment is directly related to the amount of time devoted to the skill and on this basis, students are being given every opportunity in mathematics and English.

Inspectors pointed out that it is sometimes difficult to disentangle the amount of time given to a subject because of integrated themes. However, they considered that when these themes were well taught they were good, but that in many instances aspects of the syllabuses in health, science

and art were neglected.

The inspectors found that the standard of spoken English is slightly better today than it was a decade ago but consider that listening skills are not improving, and may instead be declining slightly.

The report says that students, on the whole, speak well when they express their feelings, give simple information and try to persuade others or establish relations with them.

However, their ability to express their thoughts in sequence is much the same as it was a decade ago and their

EDUCATIONAL STANDARDS IN STATE SCHOOLS



DEPARTMENT OF EDUCATION
WELLINGTON

Standards in State Schools

Minister of Education

EDUCATIONAL STANDARDS IN STATE SCHOOLS



MINISTER OF EDUCATION
WELLINGTON 1978

Students' attitudes and values

New Zealand schoolchildren show greater independence of thought and action, more initiative, are more spontaneous than their predecessors and seem generally to enjoy their schooling, according to the report.

Most pupils take a greater interest in the world at large, and are much more involved in such issues as justice, participation in decision making and administration, although they are still happy for teachers to continue carrying the responsibility of leadership.

Relationships between teachers and students are now less formal than they were. Students are becoming increasingly intolerant of teachers who fail to provide interesting programmes, or who fail to show genuine concern for those they teach.

Students today do tend to have a different attitude towards authority than did students of the past. However, there still seems to be a marked respect and affection for their teachers by junior students and this continues into senior classes where it develops into a loyalty for both school and teachers.

Student application varies greatly and reflects economic pressures and individual goals. A significant number of pupils have jobs outside school hours. Students are showing less tolerance for repetitive tasks and they ask more questions

about what they are set.

A number of aspects were found during the study which are a cause for concern. About five per cent of students are considered to be "at risk" in some schools. In the schools surveyed, the report found that fewer than one per cent of students could be rated as seriously unstable, but there is evidence that the percentage of unstable pupils is increasing in intermediate and secondary schools, and this is borne out by the increasing number of court appearances.

It is stressed in the report that many behavioural problems arise from activities outside the school — such as drinking and promiscuity — and although such incidents are unrelated to the school which the student attended, the ensuing publicity often named, and thus implicated, the school.

The Director-General of Education, Mr Bill Renwick, commented on the findings of the report: "Standards in the basic subjects are being maintained — and this is in the face of a great many influences that work against the best efforts of teachers."

"The state schools are serving their communities well. There is a great deal going on in schools that New Zealanders should be reassured about."

"There is also, however, much being done that could be done better. No one is more aware of

the shortcomings of the system than the teachers who work in it and the officers of the Department who are in regular touch with teachers in all parts of the country."

Mr Renwick listed five general matters upon which more needed to be done to strengthen the work of schools and the efforts of teachers.

- More needs to be done to ensure that teachers maintain a good balance between teaching for understanding and the regular review and practice of skills and basic processes.

- More must be done through leadership and training in school management, timetabling and classroom organisation and management.

- More must be done to help schools and teachers deal more effectively with the educational needs of children from cultural minorities.

- Much more must be done to help children at risk to failure and poor achievement. This will require more effective early detection of such children, more staff trained and specialised in the teaching of children with learning difficulties, and better staffing ratios. It will also require additional training for teachers and a significant commitment to the development of resources, to

research into effective teaching of children with learning handicaps, and to the evaluation of current practice. This will be costly.

- More needs to be done to identify, record and publicise work of good standard in the school system. The marking systems generally used in schools provide useful information on how one student's work ranks in relation to others. But it is not so useful telling students, parents and prospective employers whether a given level of achievement is of a good or acceptable standard. Exploratory work in these matters should be intensified and expanded and the findings fed into inservice courses of teacher education.

"There is one factor," Mr Renwick added, "that should help considerably to improve educational standards during the years ahead. The tempo of curriculum change will be slower in the years immediately ahead than for any time during the last twenty years. The system is entering a period when the emphasis can properly be given to consolidation rather than change. If this enables teachers to shift the balance of their personal efforts from the content of subjects to ways of teaching it ought to contribute to better standards of achievement."

Can you spell these words?

See how you rate on this spelling list provided by Arthur Kidson, a retired school teacher, writing in the Otago Daily Times. Mr Kidson notes that the test was originally sprung on 800 university graduates in the United States and not a single one got a perfect score.

Here are the 20 words — with a pronunciation code quite easily cracked.

ass-uh-9
brag-uh-doe-c-o
rare-uff-i
lick-wuff-i
puh-vill-yun
ver-mill-yun
im-poh-stir
mock-uh-sun
uh-kom-uh-date
dessuh-kate

kon-sen-sus
roe-ko-ko
tittle-8
sack-ruh-lijus
may-uh-naze
im-pray-sarry-o
in-ock-u-late
sooper-seed
obly-gahto
re-sussuh-tate

Although the report was based on inspectors' collective judgment, opinions varied from district to district.

One inspector was moved to comment:

"Pupils still daydream, enjoy repetitive tasks, scribble on desks when bored by the teacher, sit patiently through a boring assembly. They are still essentially unfeeling towards their peers, but strangely compassionate to the less fortunate. Perhaps we see change first in the fringe group. There are more difficult pupils in classes than there used to be. There are more youngsters with poor work habits and with more freedom to wander the streets. Under our present system, youngsters have more chance to find some success in a more varied set of tasks at school, but this greater freedom produces more discernible weaknesses in those who are still unmotivated."

Pg. 82 Educational Standards in State Schools.

articulation is not always clear. Most teachers are aware of the importance of listening, but are unsure how to improve the skills required. The report draws attention to the need for more effort to improve listening competency.

Copies of Educational Standards in State Schools have been widely distributed to educational authorities and other interested educational organisations. The report is also available to the public from Government bookshops for \$2.40.

TAKE IT FROM THE

In the light of the recently released report on educational standards, Education News monitored a discussion between a group of teachers to find out their views on "Back to the Basics".

They were asked to read the report and to comment on aspects of it in relation to classroom teaching. How important is the teaching of basics? How have teaching methods changed? Is there enough communication between teachers and parents? What sort of problems do teachers face in the classroom, and how they, as teachers would define "basics".

How have changed teaching methods affected the teaching of core subjects?

ANNE: There's nothing wrong with the methods we're using to teach at the moment and if they were properly followed through in all schools and all classes we'd be making good progress. Standards would be rising. The only reservations people might have really about method could be in maths.



Anne

Computation, tables etc?

ANNE: Yes. The current philosophy of teaching maths may be a little overboard on the side of concepts and not put enough emphasis on computation... basic knowledge of basic facts.

TED: You said that if things were going well we could expect standards to rise. I think this is something the community at large expects, that in 1978, basics and the frills, if we can call them that, are going to be better than they were in 1952. I don't agree. A standard is a standard. Things will change but average is always average and if we consider standard to be like average then most people are still going to fit a standard. It's just going to be different.

ANNE: That the use of standard as it applies to educational standards is different from the use of standard as a yardstick or whatever? The difference is that we have an expectation of the standard to change although it's not very clear in what way we expect it to change.

Do you think that advocates of a return to the basics do un-

derstand what is going on in schools and the teaching methods used today, or do they want to go back to an ordered disciplined classroom where children do exactly as they are told, because they feel today's schools have a discipline problem?

ANNE: They seem to be saying two contradictory things. I think that they confuse method and subject. Any teacher would tell you that what we spend most of our time doing is reading, maths, language... I would like to redefine basics anyway. It seems to me that oral language—speaking and listening—are the two basic skills. Without those, there's no point in beginning to teach a child reading until a child can speak and can listen.

Do you get children coming to school as new entrants who cannot speak and listen?

ANNE: At the school where I teach—many. For at least 50 per cent of the children in my class, English is their second language.

CLAIRE: Another point that came through in the report is that the parents who seem to want to return to the basics come from predominantly Pakhaka schools with very few minority groups. We're handling not only Maori and Island children but in the Wellington area, Greeks, Italians, Indians with their different ethnic backgrounds—all of whom are using English as their second language. They're having a fair amount of trouble handling English before you even start them on written work. So, therefore, programmes have to be adapted greatly from what would have been used 20 years ago.

TED: We've been talking about primary schools. Do basics only apply at this young age?

DOUG: Well, I teach languages at a private secondary school. I find that you can't teach a foreign language if people don't understand their own language. I teach a large number of children who just don't know about grammar, don't have an ordered mind and this shows in spelling, which can be appalling from the A stream right through to the C stream. Mainly because they are just spelling the way they are speaking and they don't seem to have learnt the rules about spelling.

What range of children do you get at your school?

DOUG: Admittedly at the school where I teach we don't have all the second language problems or the same discipline problems. A lot of the children come from other schools in the city area and some of them come from open-plan schools. Many of them are really not used to writing after any fashion or under any pressure. One third former had spent a lot of time drawing pictures and doing projects but never really had to



Doug

write. He was a long way behind his peers during note taking in class and it certainly wasn't because he was stupid, it was just that he didn't have the physical practice in written expression.

ANNE: What do you consider to be the basics? You're at a private school where the expectations are fairly high. What would you prefer children to have under their belts when they arrive at your school?

DOUG: In English? Just to be able to write a sentence and to know how a sentence is formed—nouns, punctuation and so on. That's what they don't know.

TED: I would take a different view from you on a couple of issues. Firstly, I think that teachers that I've contacted, in recent years anyway, have moved back to some formality in the language. I think that you might be generalising a little much. Secondly, it's my experience that language is much more venturesome in terms of the complexity of ideas and the complexity of words, syntax that kids use. It seems that they pay the price through handwriting, structure of sentences, spelling and so on. There's a lot of evidence that suggests there has been a spelling decline but unfortunately we don't have any evidence that suggests that word complexity has declined. In fact, in my experience, word usage has become more complex.

DOUG: We do venture some things too. One of my classes is doing a social studies project which they will present as a radio programme. They are gathering a wide range of information from a lot of different sources but, I still expect them to present that information in an orderly way.

ANNE: Do you agree that speaking in an orderly way is prior to writing in an orderly way?

DOUG: If you are going to think before you speak and order your thoughts before you speak, then yes.

ANNE: This is returning to the concern that I have about the definition of basics in education being the three Rs. I feel very strongly that being able to speak should be prior. I think that if children could speak well and clearly and organise their thought then it would be very, very easy for you to teach them in a few lessons what verbs and nouns are and to teach them to spell. I think that until children are speaking clearly and listening there's no way you can teach them to spell.

TED: Part of the problem in this back to basics wrangle is that there are no definitions. The dialogue that's going on in the papers is very much compounded because there is no definition. Well I'll give you a definition. I think that, realistically what we've got to do on an individual basis, is set kids up with a kit of tools that they're capable of using to communicate in this world, to adapt to the changes and so forth. Now, this kit is essentially going to be quite different for each child. Like an electrician's

kit of tools, for him to do his job, to live in his world. It might weigh the same, it might be in the same kind of bag but it's different from say, that of a plumber. Once you get beyond that generalising we then have to say that schools don't—can't operate in a fine tuning system like that with every child. There must be some generalisation and I'll agree with that too, so general competence at whatever level each individual child can attain is a sort of general goal that teachers would have in mind.

ANNE: I take it you don't mean to give the impression that we're educating children for particular slots in life e.g. a plumber.

TED: Well... no.

DOUG: Teachers have an enormous amount of power though, because you have those children in your hands for a whole year and you can either teach them a whole lot of things in that year or teach them nothing. A teacher has an awful amount of responsibility.

TED: I agree and I think that teachers' responsibility has got to be that he or she is sensitive to the needs of a particular child, what that kid can cope with in terms of what comes from teacher to child.

CLAIRE: This is one of the major problems in the classroom, full stop. Every child is an individual and will progress at a different rate when he's ready. This is particularly true in city schools with the large class sizes we have in such schools. Your chances of giving individual attention successfully with a large class are cut, no matter how enthusiastic you are and I think it all does come down to the enthusiasm of the teacher.

TED: We all agree, don't we, that the teaching of basics is important although we've got a few opinions about what basics are?

CLAIRE: I think parents get confused too, when they talk about going back to the basics. If you got a half dozen of them together and asked them just what they mean by back to basics I think you'd find their opinions were pretty varied. From the contact that I've had with parent groups at my school it absolutely amazes me that



Claire

parents will stand up and say emphatically how they knew their 12 x table by the time they were in std 2.

ANNE: I think they remember the style of teaching rather than the content and they confuse the two and they presume that because somebody stood up there and attempted to teach them how to spell ten words a day and how to recall their 12 x table that they actually learned it.

CLAIRE: Terms are the biggest thing e.g. in maths. Every course I have run for parents on new maths the first thing I do is get up and say that it is not new. We want understanding along with the learning, not just rote learning. There are plenty of parents who are willing to accept that understanding is important, but to get them to adapt their own opinions and their own thoughts is the

hardest thing in the world to do.

TED: One of the criticisms which we often hear now is that kids don't learn tables any more but I can understand parents making statements like that because children don't learn tables in the way that they used to. They were drilled, they chanted, they learned by rote. Today as Claire says, the emphasis is on understanding.

CLAIRE: I was amazed at one meeting we had that no parent could tell me the point of multiplication—that in fact it is a quick way of adding. Not one parent would come up with it and yet these were the parents who were so adamant that they knew their tables but had no clue why they needed them or what in fact they were.

ANNE: You're saying it in a very critical way about parents but I think perhaps the point being made is that perhaps it is our responsibility to ensure that there is this communication because we realise that it is very important for our teaching the children that they are supported in it by their parents. And so we probably have to take that responsibility.

TED: How would you do that? CLAIRE: Well, the unfortunate thing is that although our school has a very good system with a parents club it only runs in the afternoons. So obviously we get mostly mothers along. But then of course the mothers we get along are the mothers who are willing to try and are helping their kids to the utmost anyway. The parents who don't come along to afternoon or evening meetings are the ones we want because their kids are having problems.

Is there enough communication between parents and teachers?

TED: No. My answer would be no, but I'm not prepared to go and say whose responsibility it is or where to lay the blame because it's clear that some parents just can't come along at times convenient to teachers and teachers have other commitments to parents. Some parents don't want to know and some teachers don't want to know either.

DOUG: I suppose we have better communication because people are paying to send their children to school. There is even more pressure in a way because while private schools are very good for some kids you tend to get the parents who decide that their child won't make it at a state school so, if they can afford it, they'll send him there... They expect you to do their job as well. They expect better things. It's just not feasible or practical because their child can only do as well as he is capable of and while he is getting better opportunity he's not getting better teaching by any means.

CLAIRE: That brings you round to the question of what is education? Is education just the basics? What are we trying to do with kids?

ANNE: I feel that what the back to the basics movement is about, is unemployment, the fear of a child not being about to get a job.

CLAIRE: This question comes up every time there is an economic slump.

TED: I think you'd be a pretty slack parent if you weren't concerned with whether your child was going to get a job or not. But that begs the question that some people fall in the sense that for every 100 people you've got 10 per cent who have got to be at the bottom. There's also got to be a top 10 per cent... and a large mass in the middle—no matter how many dollars you pay a week and no matter how we change the system. We could all write glowing report cards, we could write an

educational standards report that says things are terrific but there will still be 10 per cent of people who are the bottom 10 per cent. It's hard for individual parents to accept that their child is part of that group.



Ted

Let's get back to the basics. How about reading? How important do you think learning to read is, how important do you regard it as part of your job to teach reading?

CLAIRE: It's imperative. At the same time I think parents have got to realise that just because their child has started school today, he or she isn't immediately going to start to read. Because this seems to be what a lot of parents are expecting. Children have got to be competent with oral skills and know how to speak properly first. Along with reading they've got to have experience with book language as well.

Before you get onto formal teaching of reading what do you do with children who have just started school?

ANNE: Well, physical things for a start. To develop their physical reading skills—like ensuring that they follow a line with their eyes. A lot of work has been done in this area of readiness to read and it would be a pity to see that kind of advance and understanding of learning lost in going back to the basics.

I think children learn to read much better and more quickly if they're motivated. I guess we put more emphasis on intrinsic motivators. I mean, the actual value to that child of reading that particular book or finding out about that particular subject rather than on negative reinforcers like punishment or the more distant motivator of getting a job or pleasing your parents. Things like that.

CLAIRE: I think the biggest problem that we have with children who are having problems with reading and not achieving is that their whole self image is down the road and out the door. They may have had a few teachers who have tried and tried and have taken a negative view where that child is concerned and this negative reinforcement can come from home as well. Therefore you come up against "I can't" the whole time. There are positive things about every child. Every child is good at doing something. Unless we look at those positive things and draw on them these kids are never going to succeed.

TED: That's a little bit difficult for parents who remember the old formal system. Things were either clearly right or clearly wrong. If you had spelling tests on Fridays you got 4-10 or 9-10 and you went home and mum said "How did you get on, how's your spelling?" and you could tell her it's a finite thing but also numerically measurable. I suppose that offered some security. Now, of course, teaching styles have changed. A sensitive teacher will take note of a child's learning.

If somebody isn't very confident about talking in public or talking in front of their peers, the teacher will, as soon as the child makes a positive move by way of

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TEACHERS

a public response, be likely to say "Yes, that's fine. Can you add a little more?" The reward system and the reinforcement of the positive response is often misinterpreted by parents, or people who aren't used to the system, as being something soft and not the discipline of the old days.

Are attitudes and values part of the basics — discipline etc?

TED: Well, once you're talking about attitudes towards diligence you start talking about values and attitudes and values are, in my book, basic to education and certainly not frills. So the three Rs thing has got to be considered as just a small part of basic education — education for living. I think that in this education standards report there is an excellent section on the development of attitudes and values, and there's no way that we can measure these attitudes and values in the same way that we can measure spelling in 1978 as against spelling in 1952.

ANNE: One of the things that comes out of this current parental concern about education alongside of the back to the basics, and therefore, presumably no frills ("and stop turning them into little socialists and conservationists") is the feeling that in fact we are not carrying out our responsibility to shape the values of the children towards hard work, diligence and learning by rote, doing what you're told and respecting all people in authority and so on. To me that is quite contradictory.

TED: Right on. If the employers of today are saying "Look here, give us kids who can spell, write neatly, add up and not make mistakes and so on — that's all we want from the schools", if you look at them, if they want their staff to be supportive of each other, workmanlike, punctual, committed — what's the difference? On the one hand we're talking about a few skills, certainly important, nobody's denying that, but there's more to education, there's more to personal development, more to social development than just these tight little packages that reading writing and so on are being put into.

ANNE: It's interesting that the things that are commonly thought to be basics tend to be rote learning things. I think that, to some extent, the attitudes that some of the people who are talking about back to the basics and the methods of teaching are related. They want children to be able to sit still and appear to be rote learning for hours at a time and they want those children to be sufficiently passive and intractable to do that when they are told and without making any sound. This is really quite frightening.

Is reverting to the old order going to help the bottom 10 per cent emerge from the school system able to read and write?

TED: Let's say that the 10 per cent at the bottom might be poor readers and it's possible that they might even be poor at maths. They might not be very competent in their oral skills either but they may be very competent in the dramatic arts, the creative arts. They may be very personable, they may be able to sell a refrigerator to an eskimo, so in no way can we say there are 10 per cent who are failures. They might be non-readers but they aren't failures.

Do you feel, then, that basics is the main problem in schools? What kind of problems do you have?

ANNE: This report would seem to indicate that apart from a few minor areas, the learning of basics, however defined, isn't really a problem. As a classroom

teacher I would say that there is one major problem, certainly in my school and others too I would think, and that is — the job is too big. With the number of children that we're given in our classrooms and the support systems that we've got or haven't got we can't give the child the right amount of individualised attention. This report comes out heavily in favour of the individualised method-approach to teaching. You can't do the job with that many children as well as you would like to.

DOUG: Well, we can because our classes are smaller.

TED: Let's consider the human problems we've got — say kids from solo homes, say — very tired. Say — primary school children who have been watching television until closedown. Or say they need to support themselves with jobs in secondary schools. Are we aware of all these various little needs that kids have got? Truancy for instance — kids don't come to school for all sorts of reasons. How can a teacher really motivate a kid who's sexually aware and active? It's a reality at intermediate age level kids today — for some kids. It's not rife but it does happen and indicates some of the problems teachers have to cope with.

Would reducing class sizes help?

ANNE: Well, it would take a great leap in that direction but obviously that wouldn't eliminate the social problems. However it would help the teacher cater for the individual child along with that child's problems.

Organisation in the classroom for a large number of children is an immense problem. The little things that have declined I think, according to this report, are things that lean fairly heavily on organisation. Actual testing and recording of things like spelling, and... letter inversion in handwriting. They're not the major learning areas at all but are perhaps the ones that require a little more organisation and follow up.

CLAIRE: ... the things that need the time. As much as you would like to give to the individual child.

TED: I have this fear that because of community pressure being put on schools to perform in this "back to basics" way that this is what some schools are going to do. It is a very easy thing to do and it would be easy for schools to set up easily measurable programmes and to show progress in those terms. But — these would not be social terms; they would not be progressive and they wouldn't be teaching kids to cope, in my view. And that's the sadness of it.

People in education

The Minister of Education recently reappointed Mr E.W. Mills OBE, MA (Hons), B. Com, Dip Ed, ACA, as Chairman of the Technicians' Certification Authority.

Mr Mills has had a variety of experience in education, having been a primary, intermediate, and secondary teacher as well

as such as the Technical Institutes Association and the Department of Education.

The TCA responds to the requirements of industry and commerce and in these times of rapid technological change, it is keeping its procedures under continuing review.



Mr E. W. Mills, OBE

as being principal of the Hutt Valley Memorial Technical College and the Central Institute of Technology.

Sharing his knowledge abroad, Mr Mills has undertaken assignments for the Ministry of Foreign Affairs in Burma, Vietnam and Fiji.

Mr Mills has been a pioneer in the field of technical education in New Zealand having played a vital part in the development of trade and more particularly technician education. Working in the field since 1954 he has been one of the architects of the large growth of the TCA from 45 students in 1954 to over 35,000 today. From offering only engineering in the early days the TCA now offers some 30 five year courses in areas as varied as commerce, paramedical studies and food technology.

Students completing NZ certificate courses usually fare well when undertaking further study at university level. At Canterbury University for instance, of the 207 NZCE graduate students who enrolled for a BE between 1961 and 1977 over 50 per cent were awarded honours.

Members of the Authority represent the user groups of continuing education as well as those who administer that field

Peter Creevey has been appointed Director of the National Council of Education. He takes over from David James who left the Council in May.

Mr Creevey joined the Council's staff earlier this year as Training Development Officer. This was a new position in which he was responsible for the co-ordination of training tutors in the continuing education field.

Mr Creevey has a background in journalism. He spent 12 years in Western Samoa editing a daily newspaper and during that time became involved in community development and vocational training. He joined the Vocational Training Council in Wellington as a senior advisory officer on his return to New Zealand in 1975 and was responsible for developing the regional liaison function of the training authority.

One of Mr Creevey's first assignments as Director was to attend the annual conference of



Mr Creevey

the Australian Association of Adult Education in Canberra in July. The National Council hopes to further extend its links with other South Pacific countries in the continuing education and community development fields.

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Reporting the Reporting

Editorial comment on aspects of education from New Zealand newspapers

THE STANDARDS REPORT

"A report by senior inspectors on educational standards in state schools is designed to assist public discussion on the matter, and has every prospect of doing so.

The report does not refrain from criticism; it spells out numerous ways in which teaching could and should be improved. Perhaps its most interesting philosophical comment concerns the changing social climate as it affects schools and teachers. Older teachers will heartily agree that the former framework of respect, obedience and courtesy is under pressure and that the old accord between home and school on moral values can no longer be taken for granted.

At one time, if a child was punished at school, it might well have received further punishment at home. Today a school may find that when it informs parents of, for example, a child's repeated truancy, the warnings are received with unconcern. Teachers with the courage to fight for values in the face of apathy deserve more active community support than they often receive.

In the end, the report suggests, more must be done to help teachers to become better equipped to deal with failing students. "And if it is to be done," the authors say, "it can't be done for nothing — if the community really wants higher standards from children, teenagers and adults with low levels of attainment, it will have to pay more to get them." There, indeed, is a provocative argument for debate." (The New Zealand Herald, July 29). "New Zealand's "back to

basics" debaters should find the Education Department's just released report on education standards in State schools of no little value.

Mr Gandar is justified in hoping the report won't be seen as whitewash. True, it concludes that State schools are serving their communities well. But it doesn't ignore the warts. New Zealanders whose ideas about schooling turn largely on memories, mostly rose-coloured, of their own school days, will particularly appreciate the subject-by-subject analysis of changing needs, methods — and outside influences.

The report suggests that today's youngsters do some things as well as, or rather better than, their counterparts of a decade or more ago — reading, mathematical concepts, written English.

But they're not performing as well in such things as spelling, computational maths, handwriting and history.

They're not such attentive listeners, either. And they don't automatically give teachers the respect that the authority of their role once ensured.

In these and other ways, of course, the young people are reflecting the changing patterns, habits and preferences of society itself.

(The Auckland Star; reprinted in The Christchurch Star, 2 August).

SCHOOL CAN BE TIRING

Assistant Director-General of Education Mr Peter Boag observed last year that the ad-

vantage of a four-term year would be a relief in the length of the second and third terms when pupils and teachers tire easily.

Now an Education Department discussion paper offers parents an opportunity to air their views.

It's an opportunity many of them will be quick to seize. Nor are they likely to see term length as the only cause of teacher and pupil tiredness.

Students once had their own form rooms and their own desks. Now, with the inadequacy of lockers in many schools, the youngsters are obliged to lug heavy satchels from classroom to classroom through the average day.

For many of them, that tiresome exercise has to be combined with long trips to and from school. No wonder there is a sapping of energies.

No wonder, either, that not a few parents claim their youngsters have to put up with working conditions that no trade union would tolerate.

Discussion about the merits of a four-term year — or of a three-term year that allows for longer mid-term breaks — will be all the more valuable for the contribution that parents can make.

If they are able, too, to offer their thoughts on the part that school logistics play in the exhaustion of students and teachers, so much the better. (The Auckland Star, 20 July).

EXAM RIGIDITY

As a society, we have come to accept SC and UE as being

absolute. The community's judgment in the matter, especially where employment is concerned, is unnecessarily rigid and unconsciously condemnatory.

Sitting UE, or its equivalent, should be for those who want to advance to university learning. A Sixth Form certificate should become accepted by parents and employers as being total recognition of solid achievement at secondary level and a worthy passport to employment or technical betterment.

It would do much to remove the psychological barrier which plagues youngsters, most of whom are initially intent upon learning, but who become fearful of not making the goals set for them by the system, thereby failing their parents, their teachers and, most important, themselves. (The Evening Post, 4 July).

SCHOOLS AND HEALTH

Most disturbing about the latest reports of skin disease, hearing defects and obesity is that they have become all too familiar. So are the comments that home conditions are behind it all.

The health authorities are only treating symptoms until they can get some enlightenment into the homes.

Until more of the children themselves start showing the results of school training in health and hygiene, every effort must be made to educate neglectful parents. Where ignorance alone is the cause, there is at least hope for early improvement. (The Auckland Star, 10 July).

He aha au mahi Maori mo taua wiki?

Mehemea he mahita koe he aha au mahi i tua atu i te whakaako tamariki ki te reo me nga tikanga, mo taua wiki?

Kia kaha! Kia kaha! Mehemea he hua Pakeha, Hainamana aha atu ranei ou me ako e koe ki te mihi ki te "tenua koe", ki te "kia ora", me era atu tu korero. I a koe ka tae atu ki te kura me mihi Maori atu koe ki te tumuaki, ki nga mahita, ki nga kaihiaki o te kura. Mau hoki e whakahaia kua pera tahi tonu ratou, kia whakahoki mai i roto i tou reo.

Whakaakona o tamariki kura ki te aroha ki te tangata, ki te korero ki te tangata ahakoa koe wai. Whakaakona kia pai te tangi o te reo ki te tangi kia aroha mai ai te tangata ki te tamaiti

ra, ki te reo o te tamaiti ra me ona tikanga hoki. Kua e tukuna o tamariki kura kia uru ki te raruraru a, pau noa taua wiki katoa. Ki te kore hoki ratou e uru ki te raruraru k muni atu i tera katahi ka pai rawa atu.

Mehemea he hui, he mahi Maori ta nga kura o tou rohe i taua wiki kia kaha tonu koe ki te awahia. Kia kaha hoki ki te whakahaia i nga mahita o tou kura kia haere ki te awahia i nga mahi Maori katoa mo taua wiki. Noreira kia kaha, kua e noho mai i runga i to nono korero noa iho ai. Whakamahia o reo, o ngutu, o ringa kia nui, kia kaha ai te rongonui mo TE WIKI O TE REO MAORI i te 14 Ki te 22 o Hepetema. Kia ora.

Operation Heritage

Wanganui High School has won a diorama competition organised as part of "Operation Heritage", a fund-raising scheme for the New Zealand Army Memorial Museum.

Schools were invited to create dioramas of battles in which New Zealand was involved. Wanganui High contributed a number of entries of scenes from the Second World War. As best overall contributor, the school was awarded a Hanimec synchrocarder and slide projector.

The best North Island diorama

came from Form 4 BN, McAuley High School, who created a representation of Gallipoli.

A diorama of Cassino, by Standards 2, 3 and 4 of Koromiko High School, was judged best South Island contribution.

Judges were representatives from the Department of Education, South Pacific Television and the New Zealand Army. There was a large number of entries and the standards were very high. Some of the dioramas will be displayed in the Memorial Museum.



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COROMANDEL

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Having one of the country's finest coastlines and a gentle climate, Coromandel has in recent years become a mecca for holidaymakers and retired people from all parts of New Zealand.

In one mood it is an adventure playground where residents pursue a host of aquatic or land-based pastimes; in another it offers an invigorating yet restful environment for those seeking a quieter life away from the frenzies and frustrations of urban existence.

Moreover, Coromandel has a past—a romantic period in New Zealand's growth as a nation that can easily be recaptured by those seeking a permanent place in a region that blends a rich heritage with great natural beauty.

BEAUTY

Pauanui, the resort town created out of a coastal wasteland in less than a decade, perhaps epitomises what the peninsula provides—a place where people can fish or swim, play golf or bowls, walk along sands or into mountains, or simply sit back and enjoy the beauty of the environment.

Nature has been very kind to Coromandel and at Pauanui man (for once) has enhanced it. His was a secondary and subtle role, opening the area up to the public and designing and planning a residential and recreational development in harmony with its existing character.

Residents can launch their boats without fuss or bother, get quickly to favourite off-shore fishing grounds and soon be back with tomorrow's breakfast. Or (in season of course) they can plunge into the surf or relax in the quiet and sheltered waters of the Tairua Harbour.

TRADITIONAL

Although such traditional pastimes always have appeal, it is often the journey into yesteryear—back to the gold, lumber and gum-digging days—that gives Coromandel its unique appeal.

Young and not-so-young 'adventurers' can literally take to the mountains and along tracks that were once the peninsula's highways and byways, find the ruins of former mining and forestry settlements.



It's easy to visualise the hills being a mass of splintered timber where bushmen felled kauris and of river banks being littered with stranded logs and branches the dam waters left behind.

Or of wood and iron shacks clustered around a mine head. Tracks and diggings everywhere—quagmires in wet weather and dust bowls in a drought. And the only way out on packhorse tracks over the hills to Puriri or Thames or the even longer route by sea around the head of the peninsula at Cape Coleville.

The hardy miners and their equally hardworking wives did however, have some time for recreation—often mid-summer picnics to Paku Mountain, site of ancient Maori history, with its terraced summit evidence of a once heavily fortified pa—commanding a breathtaking view of the Pacific Ocean and right under the mountain's gaze—Pauanui.

HERITAGE

Not much has changed really. Except that roads, houses and essential facilities and services have enabled New Zealanders of today to experience this part of their heritage from one of the country's most renowned retirement retreats.

Since 1967 when the Hopper Bros. began the Pauanui development, more than 1100 sections have been sold and about 500 holiday and retirement homes built. The resort currently has 250 permanent residents and with the provision of a modern shopping and trade centre, health and other services (and Thames just 40 minutes drive away), the population is expected to swell in the years ahead.

This year 100 sections are available at Pauanui and for the first time, a real effort is being made to offer the Coromandel way of life to people nearing retirement in other parts of New Zealand—more especially in the Wellington region.

For all there is to know about the peninsula—its way of life, its services, where sections can be purchased and retirement homes built—just fill in the coupon.



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Working with preschoolers



Education officers from the department were recently involved in recording material to support the selection of Mrs Betty Brown to represent New Zealand at a UNESCO Meeting on Preschool Education in Bangkok.

Mrs Brown is a member of Te Roopu Awhina Tamariki, a voluntary organisation formed in 1972 by Maori parents who have also helped in Aboriginal Family Education Centres and Fijian Family Education Centres (see "Education News", May, 1978). The group firmly believes in the importance of the family in the education process.



A video team from the two Auckland teachers' colleges, assisted by three members of the Department's Resources Development Division, recorded activities at a gathering organised by Te Roopu at Parawhenua Marae near Ohaweia from August 3 to 5. Members of the group came from as far afield as Matakana Island near Tauranga and Hawke's Bay, and worked with their children playing traditional Maori games and working in flax and stones and other natural materials.

Mrs Brown, of Auckland, will present a paper and show videotapes about the work of Te Roopu Awhina Tamariki to UNESCO's Asian regional meeting of experts in early childhood education from September 4 to 12. The aim of the meeting is the exchange and study of new approaches to the education of preschool children, with particular reference to disadvantaged rural and urban children.

COOK ISLAND LIFE

Social studies came to life for pupils and staff of Tainui Intermediate School in Tokoroa during July. A Cook Islands week was held at the school as part of the social studies programme.

There are a large number of Cook Island families living in Tokoroa and ten per cent of Tainui's school roll comprises Cook Island children.

Teachers felt that finding out about the Cook Island way of life would tie in with their social studies programme and be a good way of involving the community in the school's day to day activities.

"With such a ready-made teaching and learning resource on hand, the opportunity was too good to miss," points out principal, John Lloyd.

A whole week was devoted to the study but teachers began doing their homework on the Cook Islands and preparing the children some weeks beforehand.

Teachers were briefed on life in the Islands by members of the local community and a wide range of resource material was brought together from various sources — the Schools Library Service, the Department of Education, tourist agencies — and the community itself produced a surprising amount of material which was put on display in one of the classrooms. During Cook Islands week there were demonstrations of weaving, dancing and singing (and coconut cracking!). Children learnt about the Islands through their school work and through practical lessons involving films and slides. In home science classes, Island meals were cooked.

An important feature of the

week was an attempt made by all the children to learn some of the language — each day John Lloyd explains:

"An appreciation of a person's language is an important way of expressing a sentiment which shows that he is of worth, and while the few phrases and words learnt may or may not be of value, this was the reasoning behind the language study."

In line with Island tradition, one evening was set aside for a feast and parents and friends prepared a meal for 450 people. The guests were entertained by the school's Polynesian Club

and local Islanders afterwards.

John Lloyd: "What began as a simple social studies project grew into an in-depth study of the Islands and their people. It involved the teachers, pupils and the community. The children gained an understanding of their Cook Island classmates and parents appreciated the chance to become involved with school activities."

"Tainui will long remember the good humour, the enormous pride of race, the organising ability and the total commitment of a warm-hearted people."



Papa Toa, one of the local elders, demonstrates coconut cracking.



Questions in the House

Three of the following questions have been selected for Education News by Mr J. G. Elliott, chairman of the Education Select and Caucus Committees and three by Mr C. R. Marshall, Opposition Spokesman on education.

Hon. A. J. Faulkner (Roskill): What percentage of the total population of three to five year olds attended kindergartens or playcentres for each of the years 1972, 1975 and 1978?

The Minister: As at July 1, 1972, 43 275, or 36.3 per cent of the total three-year-old and four-year-old population, attended a kindergarten or play centre. As at July 1, 1975, 51 128, or 40.6 per cent of the total three-year-old and four-year-old population, attended a kindergarten or playcentre. Figures for July 1, 1978 are not yet available. However, it is estimated that 53 400, or 47.2 per cent of the three-year-olds and four-year-olds are attending playcentres or kindergartens. The question does not take into account the significant number of children enrolled in other preschool services assisted through the Education vote, such as mobile units, the Correspondence School and pre-school classes in schools. Neither does it take account of children below three years in play centres or of children over five not mature enough for school admission and still enrolled in pre-school services. If these figures are included, the total number rises to 67 495 children of the three-year-old to five-year-old population enrolled in pre-school services.

Hon. W. W. Freer (Mt Albert): How many people have enrolled in a diploma course in exporting offered by the Christchurch Technical Institute?

The Minister: Seventy people initially enrolled at the beginning of 1978 in the five papers for this new diploma course in exporting at the Christchurch Technical Institute. This course, I should emphasise, was specifically provided following requests from the Canterbury division of the Export Institute of New Zealand.

Mr Falloon (Pahiatua): What number of play centres and kindergartens has been given support in the past year compared with the number in 1975?

The Minister: On July 1, 1975 there were 697 play centres and 401 kindergartens being given financial assistance by the Government. The final figures for 1978 are not yet available, although I can say that there has been a substantial increase in the number of playcentres and the number of kindergartens as well.

Mr Prebble (Auckland Central): When will the salaries of teachers at area schools be brought to parity with the rest of the teaching profession?

The Minister: Teachers' salaries are the subject of negotiation between the Education Service Committee and the appropriate teacher organisations — in the case of area schools this is the New Zealand Educational Institute and the Post-Primary Teachers' Association. As I have already advised members in answer to a number of questions, there was a full review of area school scales at the end of 1976. The question of any further review is therefore a matter between the service organisations, and the Education Service Committee.

Mr Marshall (Wanganui): What arrangements are being made for the 1978-79 placement period for Bachelor of Social Work students at Massey University in view of the confusion and controversy surrounding their bursary payments during the last payment period?

The Minister: The Bachelor of Social Work students comprise one of several classes of students who are required to undertake practical work, research, or study essential to their course during the long vacation. Extensions of bursary assistance have, in the past been granted to social work students and pending any change in conditions under which bursaries are paid this assistance will continue. The conditions under which bursary payments are made in circumstances where the student is on a paid practical placement

is under review. Consultations with interested organisations are currently taking place.

Mr Prebble: Is it a fact that in December 1976 you released funds for the building of residences and flats for area schools, and if so, would you advise the House of the schools for which the building of teacher accommodation, allocated at that time, has not yet begun?

The Minister: It is not true that I released funds for the building of residences and flats for area schools in December 1976. What I did do was to approve a special allocation of houses for four schools which had translated to area school status earlier that year. I did not approve funds; these were to be approved as and when finance was available and the controlling education boards were in a position to proceed with the building works.

The four schools which were the subject of the December 1976 approval were Wanaka, Kurow, Akaroa and Cheviot area schools. The additional housing has been provided at Wanaka and Kurow and is completed.

At Akaroa, purchase of a suitable site has held up the provision of the flats. It is the Canterbury Education Board's intention that a replacement house for the principal be built on this new site. When the new house is completed the board intends demolishing the old house and building flats on that site.

At Cheviot there has been considerable difficulty in obtaining any site for a house or the two flats. Finally in April 1978, a house was purchased and this is now occupied by a teacher. A site for the flats has been actively sought for some time and it now appears a suitable section may have been found.

Once negotiations have been concluded the Canterbury Education Board will proceed as soon as it can with building the two flats.

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